

Revised-March 22, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Billie Snow

Official School Name Mohawk Elementary

School Mailing Address 1500 Mimosa Drive

Richardson TX 75080-2813

County Dallas School Code Number 057916-108

Telephone (469) 593-6600 Fax (469) 593-6610

Website/URL www.risd.org/schools/moh/index.htm E-mail billie.snow@risd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent Mr. Jim Nelson

District Name Richardson Independent School District Tel. (469) 593-0000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mrs. Anne Foster

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| <u>41</u> | Elementary schools |
| <u>9</u> | Junior high schools |
| <u>4</u> | High schools |
| <u>2</u> | Other |
| <u>56</u> | TOTAL |

2. District Per Pupil Expenditure: \$8,160

Average State Per Pupil Expenditure: \$8,029

SCHOOL

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 7 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7			
K	22	12	34	8			
1	18	21	39	9			
2	27	24	51	10			
3	16	17	33	11			
4	25	25	50	12			
5	15	31	46	Other			
6	28	24	52				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							305

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>84</u> | % White |
| <u>3</u> | % Black or African American |
| <u>6</u> | % Hispanic or Latino |
| <u>6</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 2%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	304
(5)	Subtotal in row (3) divided by total in row (4)	.016447
(6)	Amount in row (5) multiplied by 100	1.6447

8. Limited English Proficient students in the school: 6%
18 Total Number Limited English Proficient

Number of languages represented: 16 Spanish, French, Cantonese, Vietnamese, German, Farsi, Korean, Arabic, Hebrew, Japanese, Polish, Kurdish, Romanian, Shanghai, Mandarin, Yoruba

9. Students eligible for free/reduced-priced meals: 11%

Total number students who qualify: 33

10. Students receiving special education services: 15%
47 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>4</u> Autism	<u>4</u> Emotional Disturbance
<u>1</u> Deafness	<u> </u> Orthopedic Impairment
<u> </u> Deaf-Blindness	<u>4</u> Other Health Impaired
<u> </u> Hearing Impairment	<u>9</u> Specific Learning Disability
<u>5</u> Mental Retardation	<u>23</u> Speech or Language Impairment
<u>1</u> Multiple Disabilities	<u> </u> Traumatic Brain Injury
	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>19</u>	<u>1</u>
Special resource teachers/specialists	<u>5</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>6</u>	<u> </u>
Total number	<u>35</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio: 16

13. Attendance patterns of teachers and students as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	95%	96%	96%	95%	NA%
Teacher turnover rate	17%	10%	10%	5%	5%

PART III – SUMMARY

The mission of Mohawk Elementary in Richardson, Texas is “to provide an educational environment rich in opportunities for children to become responsible lifelong learners”. Mohawk’s goal is to provide students with the tools to become successful, responsible citizens while encouraging their genuine desire to learn. The principal, teachers, staff, students and parents believe that, while acquiring knowledge is essential, it is the use of that knowledge to becoming caring, cooperative, educated citizens that is the ultimate goal. The theme of 2003-2004, “Together We Make A Difference”, supported our mission by encouraging Mohawk staff, students, parents, and the community to work together to improve the world. School organizations sponsored at least one community service project; for example the Beta Club collected food for a local food bank and the Student Council contributed stuffed animals for a community hospital. The entire school also collected clothing for needy students in our district, and adopted Mohawk families at holiday time.

Mohawk Elementary has been recognized for its outstanding academic success by national, state and local organizations. During an evaluation of 5000 + Texas schools, Just for the Kids organization rated Mohawk a “five star school” on a scale of one (lowest) to five (highest), published in the Texas Monthly. D Magazine also rated our school as one of the top twenty elementary schools in the state of Texas based on this information. The Texas Education Agency has recognized Mohawk as an Exemplary school for eleven consecutive years; this sustained excellence resulted in Mohawk receiving a Superintendent’s

Medallion Award from the district's superintendent and Board of Trustees. Mohawk Elementary strives to create a highly motivating environment that emphasizes mutual respect and academic success far beyond the basics. Teachers provide classroom environments that encourage inquiry-based learning with hands-on activities. Mohawk teachers collaborate to provide an integrated curriculum across the disciplines that focuses on higher-order thinking skills and real-life application of knowledge.

Mohawk Elementary has been the center of a very family-oriented neighborhood for forty years. The Parent Teacher Association (PTA), an extremely active group, supports the school financially and personally. This organization logged 7,782 volunteer hours last year and won the platinum award from the Texas PTA. Many PTA parents and other community members volunteer their time in the library, office, computer lab, and classrooms. They can be seen reading to classes or tutoring students one on one. At the end of the day, the lawn is covered with parents and young siblings who gather to socialize with one another while they wait for the dismissal bell. This family atmosphere is the cornerstone of Mohawk's success.

The center of Mohawk's family is always the children. Mohawk's Developmental Elementary Program serves children with multiple handicaps who need various levels of care both physically and academically. All of the students attend regular education classes at their respective grade levels for part of the day. In addition, the students are paired with a regular education child as their "buddy" through the school-wide HEROES (Helping Everyone Reach Outstanding Educational Success) program. It is heartwarming to watch these students interact and to know that both the special-needs child and the regular education child are benefiting equally. Students are learning to be caring, nurturing individuals who can live and succeed in a diverse world. Mohawk's commitment to excellence, strengthened by the strong support of parents, staff, and the community, ensures that "Together We Make A Difference".

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The meaning of the school's assessment results in reading (language arts or English) and mathematics:

Every spring, Mohawk students in grades 3 through 6 take the Texas Assessment of Knowledge and Skills (TAKS), a criterion-referenced test that measures student comprehensive understanding of the state-mandated reading and mathematics curriculum. TAKS requires students to use higher-order thinking and problem-solving strategies to test their understanding of the subjects. In 2004, the TAKS was revised to increase the amount of level rigor and academic knowledge, thus requiring students to perform at a higher level.

The campus accountability report reflects information on the instructional practices by measuring student learning. Accountability information is reported for all students in grades 3-6 and disaggregated for the following subpopulations: African American, Hispanic, White, Gender, Limited English Proficient, Special Education and Economically Disadvantaged. Test results also provide a picture of individual student performance, highlighting areas in which further diagnosis is warranted. As shown by our quality test scores, Mohawk is able to demonstrate effective teaching of the state curriculum. In grades 3, 4, and 6, 100% of the students passed TAKS reading and mathematics. In grade 5, 95% of the students passed both tests. Special education students in grade 5 scored at 100% in math. The only disparity among subgroups occurred with Special Education students in grade 5 reading because it was a more demanding test.

Another success indicator is the analysis of the level of performance. Ninety-nine percent of all students in the grades tested ***Met the Standard*** proficiency level. This category represents satisfactory academic

achievement, defined as a level that *was at or above* the state passing standard and demonstrating sufficient understanding of knowledge and skills. Fifty-seven percent of all students in the grades tested in reading and 56% of all students in grades tested in mathematics met the **Commended Performance**. Commended Performance is defined as students who scored *considerably above* the state passing standard, demonstrating a thorough understanding of knowledge and skills. These scores reflect an environment where students are taught the curriculum with effective practices and methods. Mohawk Elementary received the Gold Performance Acknowledgement from the state in recognition of the high standard of teaching and learning.

Information about the Texas Accountability Manual can be viewed at:

www.tea.state.tx.us/perfreport/account/2004/manual/index.html

Campus Data is located on the 2003-04 Academic Excellence Indicator System

www.tea.state.tx.us/perfreport/aeis/2004/index.html

2. How does the school use assessment data to understand and improve student and school performance?

Prior to the start of the new school year, Mohawk teachers and staff use the Academic Excellence Indicator System (AEIS) to analyze the assessment data for each child in all curriculum areas at all grade levels. During the school year, in-depth item analysis is continued for the following three purposes:

- (1) To identify which essential knowledge and skill objectives (TEKS) need improvement and develop and implement a Campus Improvement Plan (CIP) that focuses on campus goals for improving student performance for all student populations in these identified TEKS. Campus action teams review this data and work together to add specific instructional activities and teacher staff development to the CIP.
- (2) To align the curriculum and identify and address gaps in instruction between the grade levels through vertical teaming between grade level teachers. They collaborate throughout the year to create a continued aligned curriculum.
- (3) To thoroughly understand strengths and weaknesses of all students in the class, to identify target objectives for instruction and to make individualized plans for closing all learning gaps in all student populations. Students receive individualized instruction in the form of classroom-guided lessons and independent practice, in-school and after-school tutoring, computer-assisted sequential lessons, and parent-child home practice and enrichment. Teachers follow instructional plans that ensure the use of best practices to promote student mastery of the curriculum and monitor student progress throughout the year.

Analysis and use of assessment data ensures that Mohawk Elementary maintains the level of excellence expected of an Exemplary School.

3. How does the school communicate student performance, including assessment data, to parents, students, and the community?

Public schools in the state of Texas are required to administer two state assessments. The Texas Assessment of Knowledge and Skills (TAKS) given in grades 3-6 in math, reading, writing and science and the Texas Primary Reading Inventory (TPRI) given in grades K-2 both assess the state curriculum. Data generated from these two assessments and Mohawk's campus assessments are used to report total school performance.

Individual classroom assessments occur on an ongoing basis. In addition to teacher-developed assessments (inquiry or project based), students take district benchmark tests in math, reading, writing and science. Teachers, students and parents work together to ensure student success. The staff communicates school performance to students and parents through conferences, weekly take-home folders, three-week progress reports and six-week report cards. Phone calls and email are also utilized. Our campus communication plan designates release time for teachers to hold individualized parent conferences twice a year. Mohawk closely monitors student progress and works with students and parents to develop an intervention plan when a need is identified.

For grades 3-6, the school sends home individual student reports of the state assessment (TAKS) administered in the spring. Campus state ratings and individual school results from the Texas Education Agency are reported to the public during the summer through the local newspapers. Beginning in the fall, Mohawk publicizes the results to the community in several ways: Local School Council meetings, Parent Teacher Association meetings, area homeowner's meetings/newsletter, Mohawk's newsletter, web page, student handbook, and brochure. In addition the school Report Card from the Texas Education Agency is sent home. The teachers provide the results of the second assessment, Texas Primary Reading Inventory (TPRI), during conferences and in written reports to parents.

4. How has the school shared and will continue to share with other schools?

The staff of Mohawk Elementary School is proud of our students' academic achievements and shares their successes in a variety of ways. The school created a campus brochure that provides information specific to Mohawk and the district. This brochure features composite data on student performance on state assessments, state and local awards the campus receives, and special school-community programs that contribute to the students' academic success. It is updated annually and sent to the Region 10 Education Service Center and the Richardson ISD Department of Communication to promote our school's achievements in the business community. Several local businesses have formed partnerships with our school and support Mohawk's activities.

Mohawk encourages teachers and principals from other schools across Texas to visit classrooms where teachers model successful instruction strategies; the visiting teacher and the Mohawk teacher then discuss the effectiveness and implementation of such strategies. The school is fortunate to have faculty members who have been recognized for their expertise; for example, one received the RISD Teacher of the Year Award and another has been appointed to the district's Teacher Leadership Collaborative. Several faculty members serve as district mentors for first year teachers. Most of the experienced Mohawk faculty are trained to provide staff development in effective practices in Math, Science, Reading and Writing. Mohawk meets in vertical teams with other district schools to share successes in these curriculum areas. Teachers plan and document district-wide curriculum in a collaborative environment, and often team with other schools for staff development. As a Blue Ribbon School, we would welcome the opportunity to work with educators across the nation in a mutual exchange of ideas and personal growth.

PART V – CURRICULUM AND INSTRUCTION

The Texas Essential Knowledge and Skills are the core of all curriculum areas. They emphasize the knowledge and skills most critical for student success. However, Mohawk Elementary teachers go beyond this state-mandated curriculum to further enrich the education of their students. They use a variety of resources and strategies to develop creative and innovative lessons in all curriculum areas to increase higher order thinking skills and motivate students to learn.

Reading/Language Arts: The language Arts Program at Mohawk integrates the traditional arts of language, listening, speaking, reading, literature and writing. Reading/Language Arts instruction occurs daily and is integrated into all core curriculum areas. The reading program stresses word attack skills, vocabulary, comprehension, reading in practical situations, and analysis of a variety of literary genres. Mohawk uses many materials and instructional strategies to meet the needs of the students. Writing instruction follows a process model; students learn to write for a variety of purposes and audiences, while acquiring skills in the mechanics of writing: spelling, capitalization, punctuation, handwriting, grammar, and word usage. Technology is utilized throughout the reading/language arts curriculum.

Math: The Math program at Mohawk emphasizes the development of meaning and understanding as a foundation for mathematical concepts and problem-solving processes. Development of mathematical concepts progresses from active, concrete experiences to increasingly complex mathematical symbolism. Hands-on experiences and concrete materials are used to provide students with a basis of understanding numbers and explaining mathematical processes. Mohawk integrates technology throughout the math curriculum.

Science: In the science program, students participate in the Full Option Science System (FOSS) which is a hands-on approach to teaching science. FOSS derives information about learning from both academic sources and practical experience in the classroom. Activities Integrating Math and Science (AIMS) lessons are used for enrichment purposes. In addition students have the opportunity to participate in the Jason Project and the RISD Science Fair every year. Visits to the RISD Planetarium and Environmental Center provide opportunities to extend grade level curriculum in non traditional classrooms. Technology skills are utilized when appropriate.

Social Studies: The K-6 social studies program is interdisciplinary in nature including the study of history, geography, political science, citizenship, economics and various cultures. Social Studies content begins with students' immediate environments (home, school, neighborhood, community) and moves to less familiar areas (state, region, country, world) as students progress from one instructional level to another.

Foreign Language: Mohawk began a school-wide Spanish program two years ago. Parent donations fund the Spanish program which was an instant success with students and teachers. Students in K-6 receive instruction in conversational Spanish, Spanish grammar, and Spanish sentence structure. The Spanish teacher encourages participation by implementing games and songs into the class while reinforcing the skills necessary to comprehend and speak the language.

Art: Art education provides students with opportunities for creative growth and perceptual development which are essential elements in the elementary curriculum. Each student has the opportunity to develop an understanding of the elements of design, the principles of composition, and an appreciation for art. Each student learns to plan and produce original artwork using creative problem-solving techniques and develops aesthetic and perceptual awareness through the study of exemplary work.

2a. Reading Curriculum:

The core reading program at Mohawk was chosen because it consists of a scientific research-based literacy model that is aligned with the Texas Reading Initiative, the Texas Essential Knowledge and Skills, the National Council of Teachers of English and the International Reading Association. The program supports our goal to develop in our students a love of reading and confidence in their ability to read a variety of genres. Mohawk maintains a print-rich environment which includes the school's main library, classroom libraries and the Literacy Library consisting of small group sets of supplemental texts. Print is evident throughout the school. For example, a visitor would see student work, word wall activities, access to computers and readers/writers workshop in progress.

Student reading levels are determined through initial diagnostic assessments and progress is monitored throughout the year using formative measures such as informal reading record and formal benchmarks scores. Students meet regularly in small guided reading groups that allow teachers to model effective reading practices and accommodate for each student's strengths and weaknesses. Students also have opportunities to read with partners during shared reading time and independently during self-selected reading time.

Several other programs extend Mohawk's reading instruction. Primary students who need intervention receive specialized instruction in small groups with the campus reading specialist. All designated K-2 students utilize a sequential web-based reading intervention program called Imagination Station. This self-paced program provides younger children with additional opportunities to practice reading on computers. Students in all grades participate in the self-paced Accelerated Reader Program. To enhance learning, teachers plan real-life or simulated student applications such as acting out scenes, writing and drawing literature responses, and interviewing award winning guest authors such as Patricia Polacco and H.J. Ralles.

3. Curriculum Area of Choice:

The math curriculum of Mohawk Elementary School is designed to cultivate a competent critical thinker which is crucial for living in the 21st century. Our mission statement is "to provide an educational environment rich in opportunities for children to become responsible, lifelong learners". Our math classes maintain rigorously high academic standards from K-6. The critical components of Mohawk's math program are teaching effective strategies and fostering hands-on exploration to ensure that Mohawk students can think and reason mathematically and use what they learn to solve problems. For example, Mohawk has implemented a school-wide problem-solving model known as UPS Check (Understand, Plan, Solve, and Check for reasonableness). Mohawk students benefit from this learning approach because it provides a step-by-step procedure for math problem-solving. It will serve them well in any future math-related task.

Integrating math across the disciplines is automatic at Mohawk Elementary. Whether students are studying science, social studies or technology, teachers consistently determine ways to engage students actively in their math understanding and reasoning. Students are encouraged to be risk takers and problem solvers. Teachers seek and receive relevant training in math and share their expertise with all staff. A recent example is the use of "Powerful Questions in Math" that teachers now use daily in their math lessons. Teachers continually provide new opportunities for students to develop their critical thinking skills by allowing them to interpret a problem, analyze what needs to be done and evaluate the solution. Every year Mohawk invites parents to a Math/Science/Technology Night designed for students at every grade level to demonstrate their integrated skills in a "fun, family atmosphere".

4. Instructional Methods:

From direct instruction of large groups to one-on-one tutoring, Mohawk teachers use instructional methods appropriate for the learning task to meet the needs of all student populations. Teachers plan creative and motivational approaches that actively involve students in their own learning: for example, “TAKS Court” is used to strengthen reading comprehension skills. In this activity, students have the opportunity to respond to open-ended questions based on a text passage and to justify their answers by providing evidence in “court”. Upon entering a classroom while “court” is in session, you can see excited student “lawyers” presenting their case to the jury. Other learning activities utilize cooperative learning among students, small group instruction, hands-on inquiry lessons and use of manipulatives and other learning tools to solve math problems and complete science experiments. Independent learning centers are a part of every classroom as well as small group and one-on-one tutoring by teachers and community volunteers. Mohawk supports project-based learning and independent study at all grade levels. An example of an interdisciplinary project-based learning experience is our second grade “Book Company”. Students write their own stories in Writers Workshop. They print, assemble and publish a book of their collective stories and sell it to repay a bank loan secured to finance the project. The Mohawk staff strongly believes that students must make “real life” connections to information they are taught for true learning to occur.

To support these instructional strategies and activities, Mohawk staff, students and parents receive ongoing training in a process called Tribes. A “Tribes School” is a learning community that utilizes a democratic group process. Throughout the process, students learn to use specific collaborative skills and to reflect both on the team interaction and individual knowledge gained.

5. Professional Development Program:

Information from the development of the Campus Improvement Plan (CIP) at the beginning of the school year and the district and campus professional development opportunities offered throughout the year are used by teachers to increase student achievement. Mohawk teachers are eager to take advantage of a variety of district staff development opportunities to increase and/or to improve their instructional knowledge and skills including training for any new textbook adoptions. District coordinators often present relevant information such as instruction on integrating science across the curriculum and information pertaining to student achievement in the area of math problem-solving and higher-level thinking. Mohawk teachers who attend staff development workshops also share new ideas with the rest of the faculty. Workshops such as New Jersey Writing Project and Writers Workshop have enhanced our writing instruction. Mohawk teachers meet after school on Thursdays to focus on student achievement and instructional strategies. One teacher attends monthly district instructional specialist meetings which focus on staff development in all curriculum areas and provides this information to the Mohawk faculty. Another teacher applied what she learned in a college course on cultural diversity by helping the staff develop a handbook of strategies to address this diversity in our changing student population. Instructional needs in reading, math, writing, science, and social studies identified in campus action plans are also addressed. The purpose of all staff development at Mohawk Elementary is to improve the quality and effectiveness of instruction and increase student achievement.

Texas Third-Grade Criterion-Referenced Reading Test

Subject Reading Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	Mar/Apr	Mar/Apr	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	56	59			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			95	97	100
Number of students tested	46	38	43	38	42
Percent of total students tested	100	86	90	88	
Number of students alternatively assessed	0	3	2	4	
Percent of students alternatively assessed	0	7	4	9	
SUBGROUP SCORES					
<i>1. White</i>					
(TAKS) % Commended Performance	57	56			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			97	100	100
Number of students tested	42	35	35	28	39
STATE SCORES					
(TAKS) % At or above Commended Performance	35%	26%	NA	NA	NA
(TAKS) % At or Above Met Standard	91%	89%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	87%	86%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

Texas Fourth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	58	28			
(TAKS) % Met Standard	100	98			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	43	47	36	48	43
Percent of total students tested	96	98	90	84	
Number of students alternatively assessed	2	1	4	5	
Percent of students alternatively assessed	4	2	10	9	
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance		29			
(TAKS) % Met Standard		100			
(TAAS) % Met Minimum Standards					
Number of students tested		7			
<i>2. Hispanic</i>					
(TAKS) % Commended Performance		0			
(TAKS) % Met Standard		100			
(TAAS) % Met Minimum Standards					
Number of students tested		6			
<i>3. White</i>					
(TAKS) % Commended Performance	61	30			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	38	37	28	43	38
STATE SCORES					
(TAKS) % At or above Commended Performance	25%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	85%	85%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	90%	89%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

Texas Fifth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	44	39			
(TAKS) % Met Standard	96	95			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	45	41	55	47	59
Percent of total students tested	96	89	95	90	
Number of students alternatively assessed	1	5	3	4	
Percent of students alternatively assessed	2	11	5	8	
SUBGROUP SCORES					
<i>1. White</i>					
(TAKS) % Commended Performance	47	39			
(TAKS) % Met Standard	95	97			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	38	33	48	43	49
STATE SCORES					
(TAKS) % At or above Commended Performance	25%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	79%	79%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	90%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

Texas Sixth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 6 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	69	63			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	45	57	49	58	51
Percent of total students tested	96	98	98	95	
Number of students alternatively assessed	2	0	1	2	
Percent of students alternatively assessed	4	0	2	3	
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance		43			
(TAKS) % Met Standard		100			
(TAAS) % Met Minimum Standards					100
Number of students tested		7			8
<i>2. White</i>					
(TAKS) % Commended Performance	70	70			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	37	47	47	48	37
STATE SCORES					
(TAKS) % At or above Commended Performance	28%	25%	NA	NA	NA
(TAKS) % At or Above Met Standard	86%	86%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	88%	85%	86%

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Texas Third-Grade Criterion-Referenced Math Test

Subject Math Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	52	39			
(TAKS) % Met Standard	100	97			
(TAAS) % Met Minimum Standards			98	97	93
Number of students tested	48	33	43	38	43
Percent of total students tested	100	77	90	88	
Number of students alternatively assessed	0	6	2	4	
Percent of students alternatively assessed	0	14	4	9	
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	33				
(TAKS) % Met Standard	100				
(TAAS) % Met Minimum Standards					
Number of students tested	6				
<i>2. White</i>					
(TAKS) % Commended Performance	56	33			
(TAKS) % Met Standard	100	97			
(TAAS) % Met Minimum Standards			97	96	93
Number of students tested	43	30	35	28	40
STATE SCORES					
(TAKS) % At or above Commended Performance	25%	18%	NA	NA	NA
(TAKS) % At or Above Met Standard	90%	90%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	87%	82%	80%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

Texas Fourth-Grade Criterion-Referenced Math Test

Subject Math Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	41	11			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	41	46	35	46	45
Percent of total students tested	91	98	88	81	
Number of students alternatively assessed	4	1	4	7	
Percent of students alternatively assessed	9	2	10	12	
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance		0			
(TAKS) % Met Standard		100			
(TAAS) % Met Minimum Standards					
Number of students tested		7			
<i>2. Hispanic</i>					
(TAKS) % Commended Performance		0			
(TAKS) % Met Standard		100			
(TAAS) % Met Minimum Standards					
Number of students tested		6			
<i>3. White</i>					
(TAKS) % Commended Performance	44	11			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	36	36	27	41	40
STATE SCORES					
(TAKS) % At or above Commended Performance	21%	15%	NA	NA	NA
(TAKS) % At or Above Met Standard	86%	87%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	94%	91%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

Texas Fifth-Grade Criterion-Referenced Math Test

Subject Math Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	56	58			
(TAKS) % Met Standard	96	98			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	45	40	54	46	59
Percent of total students tested	96	87	93	88	
Number of students alternatively assessed	1	5	4	5	
Percent of students alternatively assessed	2	11	7	10	
SUBGROUP SCORES					
<i>1. White</i>					
(TAKS) % Commended Performance	53	53			
(TAKS) % Met Standard	95	100			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	38	32	48	42	49
STATE SCORES					
(TAKS) % At or above Commended Performance	26%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	82%	86%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	96%	94%	92%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

Texas Sixth-Grade Criterion-Referenced Math Test

Subject Math Grade 6 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	76	52			
(TAKS) % Met Standard	100	98			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	45	56	45	58	51
Percent of total students tested	96	97	92	95	
Number of students alternatively assessed	2	0	4	2	
Percent of students alternatively assessed	4	0	8	3	
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance		14			
(TAKS) % Met Standard		86			
(TAAS) % Met Minimum Standards					100
Number of students tested		7			8
<i>2. White</i>					
(TAKS) % Commended Performance	78	54			
(TAKS) % Met Standard	100	100			
(TAAS) % Met Minimum Standards			100	100	100
Number of students tested	37	46	43	48	37
STATE SCORES					
(TAKS) % At or above Commended Performance	22%	16%	NA	NA	NA
(TAKS) % At or Above Met Standard	77%	79%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	93%	91%	88%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.